



Behaviour Policy

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1. Purpose and Aims

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to behaviour management. This will allow the pupils at St Clement's to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

St Clement's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach between home and school to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

Aims:

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill
- To provide a safe, respectful, inclusive and happy school ethos where learning opportunities are maximised
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To ensure that excellent behaviour is a minimum expectation for all

2. St Clement's Vision

We are committed to providing an exceptional learning community where children believe, achieve, succeed, and flourish as confident life-long learners, 'Growing together in Love and Learning'.

At St Clement's, we have high expectations for all our pupils; we expect children to be St Clement's ready by demonstrating our St Clement's Values. This is recognised through fortnightly Anchor and Values Certificates at assembly, positive reinforcement strategies and end of term Book Prize Assemblies.

We want all of the St Clement's family to live out daily our mission statement of 'Growing together in Love and Learning' by following the core learning **VALUES**:

- Be Kind
- Be Ready
- Be your best
- Be Truthful
- Be Respectful

In addition, we wish to give recognition to pupils who go '**Over & Above**'.

'**Over and above**' behaviours include exceeding our school values, impacting the wider St Clement's community and showing St Clement's initiative.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

3. Expectations of all adults

We expect every adult to:

- Meet and greet every child every morning
- Refer to our core values
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism throughout every lesson
- Be calm when going through the steps. Prevent before consequences

- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly

4. Senior Leaders

Senior leaders will:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support class teachers in managing learners with more complex or entrenched negative behaviours
- Use behaviour data (recorded from CPOMS) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

5. Role of the Head of School

It is the responsibility of the Head of School to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head of School keeps records of all reported serious incidents of misbehaviour including bullying and racism

The Head of School has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child. These actions are taken only after the school governors have been notified.

6. Role of the Class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regards to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SLT members and if necessary the Head of School.

7. Role of the parents and carers

Parents and Carers agree to a Home School Agreement when enrolling their child at St Clement's. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding consequences firstly to the class teacher, then to the Deputy Head of School and Head of School.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

8. Positive Strategies

All adults in the school will use the following positive strategies consistently. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the classroom door.

All adults will be looking out for children who show St Clement's Values and go over and above.

Ways that children will be recognised for doing so:

Afternoon Tea

Children consistently going 'over and above' will be invited to have afternoon tea with the Head of School on the last Friday of every half term. This needs to be sincere high-level recognition to ensure it is not devalued.

A Positive Note Home/Letter Home from Head of School

The Positive Note is also a high-level recognition for consistently going over and above. Any adult in the school, staff members or visitors can give it to any child. There is no set amount again it must be sincere to keep its value. Letters may also be sent home from the Head of School to recognise outstanding children.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

Raffle tickets

Children receive a raffle ticket in class in recognition for an amazing piece of work or for living out the school values. These raffle tickets are placed in a box and at the Anchor assembly ten raffle tickets are pulled out. Each of the ten children will then be able to choose a stationery prize from the Head of School's prize box.

House points

Every child is placed in a house upon entry to the school in Reception. The houses at St Clement's are:

St Benedict

St Margaret

St Clare

St Francis

Every child has an opportunity to earn house points for their house during lessons. They can do this by living out the school values. At the Anchor Assembly, the house points are collected together and the winning house receives an extra playtime with the Head of School.

Phone calls home

Class teacher phones parents to share child's success.

St Clement's Values certificates

Awarded at the Anchor assembly- one child is selected every two weeks by the class teacher for living out the Gospel values. The children are awarded the 'Following
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Jesus' cross from the Head of School. They wear this cross on their uniform for two weeks and then return it to their class teacher.

Anchor Assemblies

Class teachers choose two awards to give to children for living out the St Clement's Mission Statement. Children, who receive an anchor badge, wear it for two weeks and then return it to their class teacher.

Achievement Awards

Children with an achievement outside of school can share it at the Anchor assembly through the class teacher.

Golden ticket

Each member of staff has the opportunity to award a golden ticket each fortnight to a child that is living out the values of St Clement's. These children will be rewarded with an extra playtime on a Friday with the Head of School. The children will place their golden ticket in a special box and record their names in a book in the office.

9. Whole School Expectation

Wrap Around care (Breakfast Club and Afterschool Club) is sited on our school premises and acts as an extension of the school day. As such, pupils are expected to adhere the usual behaviour expectations set out in this policy.

If the child does not respond to behaviour management strategies from a member of Wrap-Around Care staff and if their behaviour choices do not improve, the child is referred to the Head of School or member of SLT. Children who consistently refuse to comply with these behaviour expectations may be asked not to come to Wrap-Around Care.

Off-site behaviour

When children are learning off-site, acting as ambassadors for our school or enjoying after-school clubs, the behaviour expectations are exactly the same as set out in this policy. Poor behaviour choices will not be tolerated and persistent poor choices could result in a child's participation in an activity being terminated.

E-Safety (in conjunction with E-Safety policy)

E-safety is taken very seriously at St Clement's Catholic Primary School and we are aware of the challenges of an ever-changing picture of global technology.

- Staff, parents and children sign an "Acceptable Use " document at the start of the academic year to support appropriate choices around online behaviour
- E-Safety and cyberbullying are discussed proactively as part of the Computing and PSHE curriculum.

- Any concerns around the inappropriate use of technology by children, parents or staff should be reported to the Safeguarding Team immediately
- All use of technology on the school site is monitored using “Lightspeed” software which alerts the Head of School to any inappropriate or concerning behaviour online

Anti-Bullying (in conjunction with Anti-Bullying Policy)

- All bullying behaviour is unacceptable in our school. Any incident of bullying should be reported to someone with authority, in the knowledge that it will be dealt with promptly and confidentially.

Child on Child abuse

All children have a right to attend school and learn in a safe environment. All members of staff at St Clement’s recognise that children are capable of abusing other children. St Clement’s Catholic Primary School believes that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Allegations of child on child abuse will be dealt with under our child protection and safeguarding policy and in line with KCSiE (2024), including seeking advice and support from other agencies, as appropriate. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, passed off as ‘banter’ or ‘just having a laugh’ and is not an inevitable part of growing up. St Clement’s recognises that child on child abuse can take many forms, including but not limited to:

- bullying, including cyberbullying
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm · sexual violence and sexual harassment
- ‘upskirting’ which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Nude or semi-nude image sharing (also known as ‘sexting’ or ‘youth produced/involved sexual imagery)
- Initiation/hazing type violence and rituals.

In order to minimise the risk of child on child abuse, St Clement’s School will:

- implement a robust behaviour policy

- provide an age appropriate RSE and PHSE curriculum which includes healthy and respectful relationships, respectful behaviour looks like, consent, gender roles, stereotyping and equality, that sexual violence and sexual harassment are always wrong.
- provide a range of reporting processes including “Worry” or “I want my teacher to know” boxes

Whilst we encourage children to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC ‘Report Abuse in Education’ helpline on 0800 136 663

10. Policy blueprint and Classroom plan

Behaviour Policy Blueprint ([See Appendix 1](#))

This is a concise A4 document, which teachers will refer to for a consistent approach to our Behaviour Policy to ensure behaviour, and expectations are clear and consistent.

Classroom Plan ([See Appendix 2](#))

The stepped consequences is a sequence of steps, which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

Scripted Response ([See Appendix 1](#))

As part of the Behaviour Blueprint, a 30-Second Scripted response will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and nonjudgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. If the scripted response is used three times in one lesson then add, 'Stay behind two minutes after class.' to this step. These two minutes cannot be removed or reduced. They then must stay behind at break time or lunch to have a quick discussion about their behaviour with the class teacher.

Behaviour Management Approach ([See Appendix 3](#))

This describes types of behaviour, whether the behaviour is serious and how serious it is as well as strategies and sanctions to manage the behaviour and which staff members are involved in dealing with different behaviour issues.

Individual Support Plan for behaviour

These plans are in place for children who may have been identified with behaviour as an additional need. Relevant teachers will create these plans for all adults working with the child to follow. They will be created with input from the child and shared with parents.

11. Restorative approach

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, staff who are on duty will normally respond to this. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimize loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.'

Paul Dix

At St Clement's, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour affects others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions [{See Appendix 1}](#)

These restorative questions will be used to support restorative meetings and/or conversations. For pupils in Year 3 – 6, up to five questions will be used. For infants, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

12. Consequences

At St Clement's, we encourage positive behaviour which reflects our Mission Statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their Individual Support Plan.

Consequences implemented can be '2 minutes owed', 'Pay it Back time' 'Thinking time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time, which then needs to be paid back.

'2 minutes owed'- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

'Pay it back time'- is an appropriate action linked to the incident and value that has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be completed at lunchtime for a period of no more than ten minutes. Another example would be if there has been vandalism in the playground, we might ask the child or children involved to help repair the damage.

'Thinking time' – is a strategy used in the classroom and the playground to encourage children to reflect on their behaviour. They may be asked to move to a designated area within the classroom or the playground – for example – the First Aid bench in the playground to help the child regulate their emotions

Safety of others – The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher or staff member on duty stops the activity and prevents the child from taking part for the rest of that session.

Parental involvement- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Managing Behaviour- Engagement with learning is always our primary aim at St Clement's. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period, however steps should always be gone through with care and consideration, considering individual needs where necessary. Praise the behaviour that you want to see.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the “Classroom Plan”. It is the aim that learners should be kept at step 1 for as long as possible.

If there is an incident involving more than one child, each child will be spoken to individually and then as a group if deemed necessary. Children in Years 3 – 6 may be asked to write a written account of what happened as part of the investigation into the incident.

Appendix 1: Behaviour Poster



BEHAVIOUR

We are committed to providing an exceptional learning community where children believe, achieve, succeed, and flourish as confident life-long learners, 'Growing together in Love and Learning'.

Visible Adult Consistency

We...

1. Meet and Greet
2. Follow-up
3. Teach routines
4. Build relationships
5. Praise in public, reprimand in private
6. Promote self-regulation

Relentless Routines

We expect...

1. Team Stop
2. Magnet Eyes
3. Wonderful Walking
4. Legendary Lines
5. Marvellous Manners

Over and Above

We recognise with...

1. House Points
2. Value awards
3. Anchor Awards
4. Achievement Assemblies
5. Phone calls home
6. Golden tickets

Our Values

Be Kind

Be Ready

Be Our Best

Be Truthful

Be Respectful

Stepped Sanctions

1. **Remind** (5 values)
2. **Caution** (outlining behaviour and consequence to the child)
3. **Self-regulate**
4. **Repair** (restorative conversation)

30 sec Scripted Intervention

I have noticed that you are...
(having trouble getting started, wandering around, distracting others)

You are not showing our value of being... (5 values)

You need to... (refer to action to support behaviour e.g. move to another table, complete learning at another time)

Thank you.

Restorative Questions

What happened?

What were you thinking/feeling at the time?

What have you thought since?

How did this make other people feel?

Who has been affected and how?

What should we do to put things right?

If this happened again, how could you do things differently?

Appendix 2: Classroom plan

1.	Redirection/Reminder	A reminder of the rules delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our 5 simple rules – Be Ready, Be Kind, Be our Best, Be Truthful, Be Respectful. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour because of the reminder.
2.	30-second script	If the pupil still does not engage, use the 30-second script. If this is used more than three times then add, 'Stay behind two minutes after class.' to this step. These two minutes cannot be removed or reduced.
3.	Time out/Cool off	This step is only needed if the child needs to self-regulate, calm down and compose themselves. Time out might be a short time in a quiet area of the classroom or playground.
4.	Restorative conversation	This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time').
5.	Support step	<p>In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from another class teacher or SLT.</p> <p>Children who may have been identified with behaviour as an additional support need will have this step included on a personalised behaviour plan.</p>

Appendix 3: Behaviour Management Approach

How serious? Who deals with?	Example of type of behaviour	Possible sanctions / strategies	Involvement of other staff
1 (MINOR) Member of Staff involved	Talking at wrong time Distracting and / or being distracted Time wasting Calling out Bad manners Getting out of seat at wrong time Pushing in line Silly noises	Minimal sanction Eye contact / frown Reminder Proximity Change of seating "Catch them being good" and reward Remind of behaviour expectation. Explain why. Link behaviour to class rules agreement Time out during playtime may be needed	Not recorded. Verbal / non-verbal reminder of expected behaviour. Repetition of the same behaviour (e.g. 3 times in a morning) would lead to CT sanction
2 Class teacher	Persistent repetition of stage 1 behaviour and no improvement Not doing as asked straight away Leaving class without permission Racist or other discrimination WITHOUT understanding Lack of respect for property Lack of respect for adults (answering back, rolling eyes etc.) Lying to teacher	Verbal reprimand by teacher Withdrawal of privileges e.g. playtime, reward Separation from class group CT speak to parents Write a letter of apology Miss break time / lunch time Complete unfinished work at playtime / home	Seek advice from AHT/SENCO re further strategies CT call / meet parents informally to explain concern and share strategies being used CPOMS Prejudice-related incident logged, and prejudice monitoring report (Appendix 3) filled out by CT and returned to DSL

<p>3 Class teacher and Assistant Head of School</p>	<p>Repetition of stage 2 behaviour Constant low-level disruption which disturbs other children's learning Persistent name calling / teasing Consistently not conforming to school rules Swearing / discriminatory language Verbal aggression Deliberate spitting</p>	<p>AHT and CT meet parents to discuss concerns Letter of apology written at home Letter home to parents Extra work e.g. writing out tables / spellings etc. Loss of privileges School based community service e.g. wiping tables in lunch hall, litter picking etc.</p>	<p>CT and AHT meet with parents to inform of behaviour and increasing concerns. Consider involvement of HSLW / ELSA support if appropriate. Consider referral to Surrey Behaviour Support (STIPS) or other professionals Agree a behaviour plan and set up targets to improve the behaviour. Review regularly with child and parents. CT record behaviours on CPOMS / Behaviour log</p>
<p>4 Class Teacher and Assistant Head of School/Head of School</p>	<p>Bullying Putting other children at risk through physical aggression Biting or kicking to the point where marks are left Refusing to do what a teacher has told them, ignoring or refusing to follow school rules Graffiti / wilful damage of property</p>	<p>CT and AHT/HOS meet parents to discuss concerns Withdrawal of privileges Letter of apology School based community service Internal seclusion from other children AHT is informed and meets with child to express concern and hope for better behaviour</p>	<p>Sanctions and strategies at stage 3 exhausted. HSLW support or ELSA support for child. AHT/HOS and CT meet with parents. Consider further SEND referrals if appropriate Agree a behaviour plan and set up targets to improve the behaviour. Review regularly with child and parents. CT records behaviours on CPOMS / behaviour log</p>

<p>5</p> <p>Head of School or Executive Head of School</p>	<p>Racist, sexualised or discriminatory behaviour or language used WITH understanding</p> <p>Fighting where a child has been separated from another child</p> <p>Hitting another child violently or deliberately</p> <p>Inappropriate sexual behaviour</p> <p>Biting or kicking to the point where blood is drawn</p> <p>Verbal threats against staff; swearing or use of very rude or aggressive language directed at staff member</p> <p>Danger of violence</p> <p>More serious vandalism</p>	<p>Head of School or EHT informed and involved as appropriate</p> <p>Child should clean / mend graffiti where possible</p> <p>Letter home conveying incident and seriousness of it – copy for child's school record</p> <p>Child write a full account of incident and apology at home – with parental support</p> <p>Educate the child about school expectations and the change needed</p> <p>Behaviour contract drawn up and signed by parents and child</p> <p>Withdrawal of privileges</p> <p>Internal seclusion</p> <p>Lunchtime seclusion</p> <p>Fixed period suspension</p>	<p>Stage 4 strategies exhausted.</p> <p>Either: Formal meeting to confirm that the child may be suspended / excluded if serious behaviour is repeated</p> <p>OR</p> <p>Straight to Suspension</p> <p>Consider setting up Pastoral Support Plan with involvement from outside professionals</p> <p>Head of School records behaviours on server and undertakes paperwork in line with local procedures</p>
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<p>6 (MAJOR)</p> <p>Head of School and Executive Head of School</p>	<p>Severe assault on anyone Significant danger or violence towards others</p> <p>Theft/ Stealing</p> <p>Throwing furniture</p> <p>Repeated incidences of bullying</p> <p>Racial or sexual harassment Very serious challenge to authority e.g. towards AHT /HoS/EHT</p> <p>Physical aggression towards a member of staff</p> <p>Refusal to co-operate with the school's behaviour policy</p> <p>Disruptive behaviour in class – all other strategies and interventions have been exhausted</p> <p>Possession of illegal material</p> <p>(e.g.drugs, knife)</p>	<p>Formal meeting with parents</p> <p>Internal seclusion, fixed period suspension from school or permanent exclusion</p>	<p>Head of School or EHT meet parents and the child is suspended or excluded.</p> <p>Head of School records on server and undertakes paperwork in line with local procedures.</p>
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